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ABSTRACT

The report examines barriers to provision of free appropriate public education to handicapped children in West Virginia based on a needs assessment of eight regions. Eight regional meetings (which included representatives of school administration, teachers, parents, and institutions of higher education) used such techniques as "Likelihood-Impact Matrix Analysis" to analyze the perceived problems common to county school districts. Of the 68 problems identified, 58 were judged as having high importance (if resolved) in at least four of the state's eight regions. Eighteen priority problems (i.e., having a high likelihood of resolution and a high impact) were identified which clustered in four areas: parent involvement deficiencies, assessment and programming deficiencies, state department leadership deficiencies, and regional/county leadership deficiencies. Also judged as high impact (but low in likelihood for resolution) were deficiencies in seven areas: vision, attitude, partnership; facilities; programs; personnel (quality/quantity); definitions/guidelines; state department leadership; and community support. Details on problem areas identified in each of the high impact areas are presented, as is a summary by region. Appended are the matrix results for each region. (DB)

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Summary Analysis

BARRIERS TO PROVISION OF FREE APPROPRIATE PUBLIC EDUCATION TO HANDICAPPED CHILDREN IN WEST VIRGINIA: AN ASSESSMENT OF EIGHT REGIONS

A Report Submitted to

WEST VIRGINIA DEPARTMENT OF EDUCATION
Office of Special Education

Prepared By
National Association Of State Directors Of Special Education
2021 K Street, N.W., Suite 315, Washington, D.C. 20006

February, 1987

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Barriers to Provision of A Free, Appropriate Public Education in West Virginia: An Assessment of Eight Regions

Table of Contents

	Page
Acknowledgments	i
Regional Education Services Agencies	ii
State/Regional MAP	iii
I. Summary 1	
Procedures	1
Results	3
Tables	
1. Regional Task Force Participation	4
2. Number of Problem Solutions Ranked by Cluster	5
3. Problem Solutions Ranked by High Likelihood/High Impact	6
4. Statewide Problem Solutions Ranked High Impact	7
5. 'High Power' Problem Solutions in Two or More Regions	8
Priority I - 'High Likelihood - High Impact' Problem Solutions	10
A. Parent Involvement Deficiencies	10
B. Assessment and Programming Deficiencies	10
C. State Department Leadership Deficiencies	10
D. Regional/County Leadership Deficiencies	11
Priority II - Statewide Problem Solutions - High Impact (But Low Likelihood of Success)	12
E. Vision, Attitude, Partnership Deficiencies	12
F. Facility Deficiencies	12
G. Program Deficiencies	13
H. Personnel (Quality/Quantity) and Support Deficiencies	13
I. Definition/Guideline Deficiencies	14
J. State Department Leadership Deficiencies	14
K. Community Support Deficiencies	14
II. Needs Assessment State Profile: Summary by Region	15

Table of Contents

		Page
Appendices:	Likelihood-Impact Matrix, Cross Impact Matrix Results for each Region	24
	I	25
	II	27
	III	29
	IV	31
	V	33
	VI	35
	VII	37
	VIII	39

Acknowledgments

This Summary Report is submitted to the West Virginia Department of Education, Office of Special Education and the West Virginia Advisory Council for the Education of Exceptional Children on behalf of the more than 400 persons throughout the state whose participation in eight Regional Meetings made this Report and its recommendations possible. Their dedication to achieving quality programs in West Virginia was evident throughout the entire project. They are to be commended.

The cooperation and assistance of the Directors of the eight RESAs in organizing each of the RESA Task Force sessions is appreciated; their work in this project demonstrates that West Virginia is well organized and has a high commitment to special education.

Finally, I want to acknowledge the leadership and integrity of the Director and Staff of the Office of Special Education for undertaking this "grass roots" needs assessment project. To my knowledge, West Virginia is the only State Education Agency in the U.S.A. which has asked its consumers and constituents in a systematic, organized and open way, their opinions as to how the Agency should direct its resources and energies to best assist County School Districts in improving programs for the education of handicapped children.

I hope this report provides assistance to the Office of Special Education, the RESAs, and to County School Officials in targeting areas for improvement over the next three years. It has been a pleasure to work with all of you.

William Schipper, Consultant
National Association of State Directors of Special Education

REGIONAL EDUCATION SERVICE AGENCIES
(RESAs)

RESA I	Mercer Monroe McDowell Raleigh Summers Wyoming
RESA II	Cabell Lincoln Logan Mason Mingo Wayne
RESA III	Boone Clay Kanawha Putnam
RESA IV	Braxton Fayette Greenbrier Nicholas Pocahontas Webster
RESA V	Calhoun Jackson Pleasants Ritchie Roane Tyler Wirt Wood
RESA VI	Brooke Hancock Marshall Ohio Wetzel
RESA VII	Barbour Doddridge Gilmer Harrison Lewis Marion Monongalia Preston Randolph Taylor Tucker Upshur
RESA VIII	Berkeley Grant Hampshire Hardy Jefferson Mineral Morgan Pendleton

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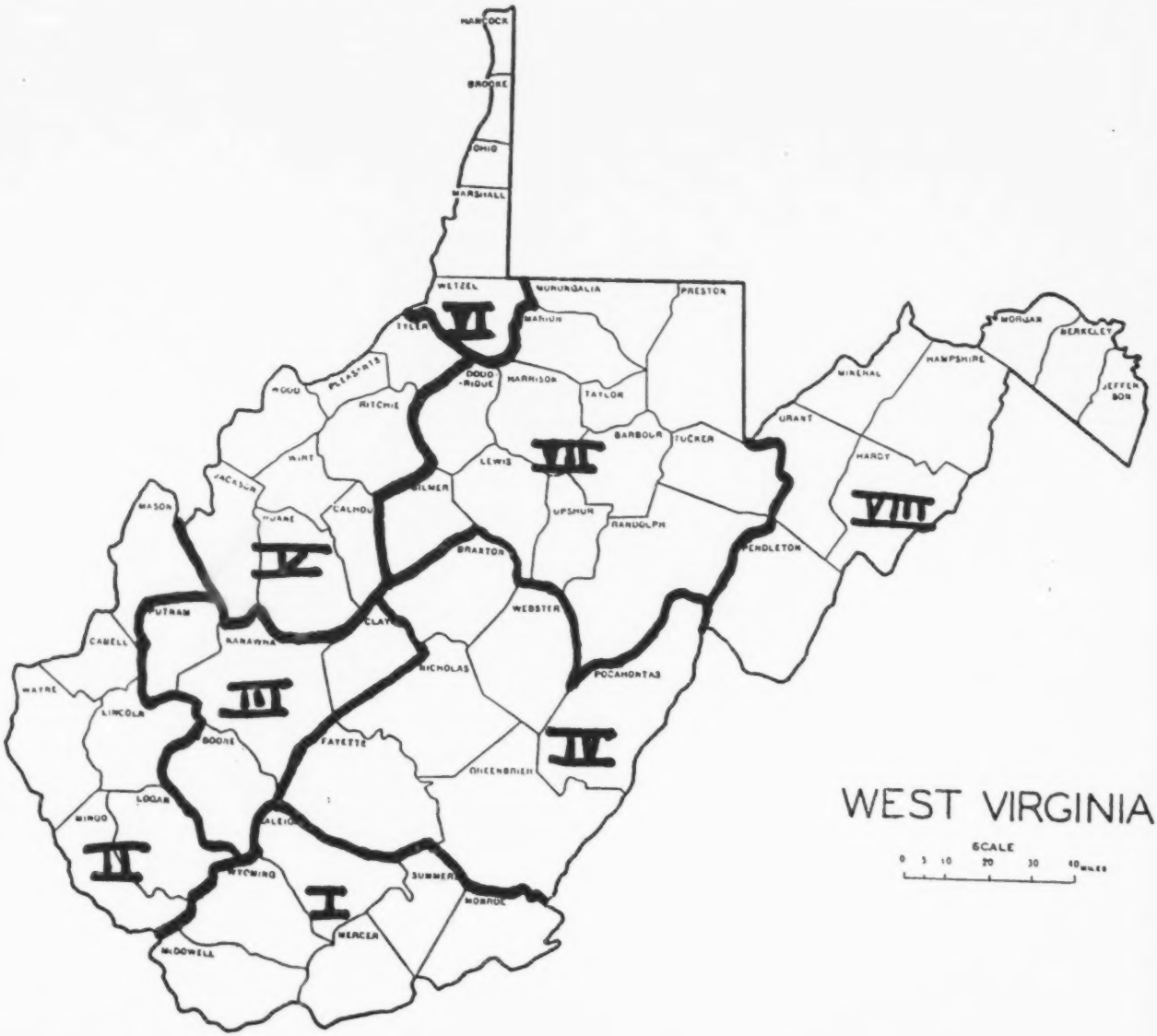
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CALHOUN
UPSHUR
RANDOLPH
BRAXTON
PENDLETON
PUTNAM
CLAY
WEBSTER
CABELL
KANAWHA
NICHOLAS
POCAHONTAS
WAYNE
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GREENBRIER
LOGAN
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MONROE
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MORGAN
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I
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BARRIERS TO PROVISION OF FREE APPROPRIATE PUBLIC EDUCATION TO HANDICAPPED CHILDREN IN WEST VIRGINIA: AN ASSESSMENT OF EIGHT REGIONS

This is a summary report of a statewide needs assessment project conducted during the winter of 1986-87 under the aegis of the State Department of Education, Bureau of General, Special and Professional Education. The purposes of the project were (1) to identify problems common to county school districts within each of eight Regions in providing a free, appropriate public education to handicapped children age 3-23, and (2) to identify multi-region and/or statewide problems in order to assist the Bureau, the eight Regional Education Service Agencies (RESAs) and county school districts in establishing priorities for targeting particular resources for attending to "statewide" and/or Region-specific problems.

To achieve these ends the Bureau contracted with the National Association of State Directors of Special Education to conduct a needs assessment activity in each RESA jurisdiction. More than 400 persons, including representatives of school administration (both regular and special education), teachers (regular and special education), parents, institutions of higher education and others participated in eight one-day meetings, conducted during December '86 and January ('87). The number of participants in each meeting ranged from 45-64 persons. (See Table 1).

The instrument used in each meeting was a roster of 68 perceived problem statements developed collaboratively by the West Virginia Advisory Council for the Education of Exceptional Children, RESA administrators; and Bureau staff.

PROCEDURES

During each regional meeting techniques known as "Likelihood-Impact Matrix Analysis" and "Cross-Impact Matrix Analysis" were used to analyze the perceived problems common to county school districts within the region to providing free, appropriate public education to each handicapped child aged 3-23.

These techniques provide a structured approach for analyzing problems and for achieving consensus as to the likelihood and importance of overcoming problem areas, for judging the power of certain problem resolutions, and also help to better understand the comprehensive nature of the task of goal achievement statewide.

Likelihood/Impact Matrix Analysis

The "Likelihood-Impact Matrix Analysis" process consisted of the following steps:

1. Each individual in each Task Force reviewed the list of 68 problem statements in order to assure an understanding of each statement. Statements which were difficult to understand by any one person were discussed to eliminate those difficulties.

2. Participants then judged individually (a) the likelihood of problem resolution within the next two years, and, given its resolution, (b) its impact on facilitating achievement of the goal statement. A 4-point scale was used to measure both the likelihood of resolution and its impact.

3. Sub-groups of at least four persons then reiterated step 2, discussing each individual's judgments until group consensus was achieved. Consensus was defined as each person in the group agreeing as to the final judgment score. Two or more sub-groups analyzed and judged each problem statement. When differences between groups occurred, the two groups worked together to achieve inter-group consensus.

Example

The format for the 4-point scale used to rate each problem statement as to the likelihood of resolution and its subsequent impact on facilitating achievement of the goal statement is provided below:

Statement	Likelihood of Resolution by 1990 (Low – High)	Impact on Goal Statement (Low – High)
Parents are not adequately informed to participate meaningfully in the educational process.	1 2 3 4	1 2 3 4

The conclusions of this process yields the following types of information as guidelines for planners:

- All high impact students should receive high priority attention by planners. Low impact statements should be disregarded.
- The likelihood scale can provide information as to the amount of resources needed to achieve the occurrence of the problem solution.
- The scores, taken in combination, provide an efficient method of sorting out problem areas for further analysis and for establishing priority problem areas, assuming that limited resources exist to resolve all identified barriers.

Cross Impact Matrix Analysis

Subgroups of the Task Force analyzed the relative "power" of all "high likelihood, high impact" resolutions. "Power" was defined as the ability of one problem solution to facilitate or enhance the resolution of other problems judged to be easily resolvable and of high importance. This technique is known as Cross-Impact Matrix Analysis.

The directions and format for this process is described below:

For each event being considered:

1. Assume the impediment has been resolved.
2. Determine the impact (0-5 scale) of that resolution on facilitating the resolution of other impediments.

Consensus judgments were gained for each problem in small groups of up to 5 persons.

The cross impact matrix analysis results provide these advantages for planners:

1. Shows the relative impact of the achievement of one resolution upon the achievement of other selected resolutions.
2. Shows the relative total power of each resolution (event) upon all other resolutions (higher the mean score the greater the total power).

3. Shows impediments which are relatively independent of others.

4. Can establish priorities for targeting problem areas.

Results

o The complex nature of the task of targeting priority statewide problems in West Virginia is perhaps best portrayed in Table 4. It shows that of the 68 perceived problems presented to each Task Force for analysis, 58 were judged as having high importance (if resolved) in at least four of the state's eight Regions.

o The number of problem areas judged by each Regional Task Force as "High Likelihood and High Impact" ranged from 12 to 24. The number of problem areas judged as more difficult (Low Likelihood) to resolve but of high importance (if resolved) ranged from 26 to 34. (See Table 2).

o The statewide profile of the results of the eight regional meetings shows 18 priority (High Likelihood-High Impact) problems; that is, at least four regional groups concluded they are deserving of immediate attention by the State Department, the RESAs, or by county school officials. However, another 32 problem areas were also identified as important to be resolved, but were judged "Low Likelihood" of resolution in at least four of the eight regions. (See Table 4). For purposes of this report these are categorized as "Priority II" problem areas.

o The number of "power solutions" (ability of one problem resolution to facilitate solutions to other problems) ranged from four to nine per region (See Table 5). Although there was little commonality of these across all regions, three "power" solutions common to at least three regions and 11 "power" solutions common to two regions were identified.

o The "high impact" problems seem to cluster around several core themes. For purpoes of this report those themes have been labeled as shown below, and are described further on the following pages:

Priority I. ` High Likelihood' Problem Solutions

A. Parent Involvement Deficiencies
B. Assessment and Programming Deficiencies
C. State Department Leadership Deficiencies
D. Regional/County Leadership Deficiencies

Priority II. ` Low Likelihood' Problem Solutions

E. Vision, Attitude, Partnership Deficiencies
F. Facility Deficiencies
G. Program Deficiencies
H. Personnel (Quality/Quantity) Deficiencies
I. Definition/Guideline Deficiencies
J. State Department Leadership Deficiencies

TABLE 1

REGIONAL TASK FORCE PARTICIPATION

REGION	DATE	SITE	NUMBER OF PARTICIPANTS
I	December 8	Beckley	64
II	January 13	Huntington	54
III	January 12	Charleston	53
IV	December 9	Oak Hill	50
V	January 26	Parkersburg	54
VI	December 2	Wheeling	45
VII	January 7	Bridgeport	52
VIII	December 5	Romney	54
TOTAL			425

TABLE 2

NUMBER OF PROBLEM SOLUTIONS RANKED BY CLUSTERS

REGION	HI LIKELIHOOD HI IMPACT CLUSTER 1	LOW LIKELIHOOD HI IMPACT CLUSTER 2	LOW LIKELIHOOD MODERATE IMPACT CLUSTER 3	HI LIKELIHOOD LOW IMPACT CLUSTER 4	LOW LIKELIHOOD LOW IMPACT CLUSTER 5	TOTAL
I	22	34	6	4	2	68
II	15	33	12	5	1	66
III	15	29	17	3	2	66
IV	20	32	9	7	0	68
V	24	26	13	4	1	68
VI	21	28	9	7	1	66
VII	21	28	10	3	5	67
VIII	12	32	12	7	2	66

TABLE 3

PROBLEM SOLUTIONS RANKED HIGH LIKELIHOOD/HIGH IMPACT (#1)

RANKED BY	N	STATEMENT NUMBER
8 Regions	0	0
7 Regions	0	0
6 Regions	4	*3,*7,13,*48
5 Regions	3	*11,56,68
4 Regions	11	1,*2,9,*16,18,*22,*37,*45,55,63,67
3 Regions	8	27,33,*36,54,*59,60,*62,65
2 Regions	16	4,8,17,19,*21,23,26,40,41,42,*43, 52,57,61,64,66
1 Region	12	6,20,24,25,28,30,38,44,50,51, 53,58

*Indicates "High Power" Solution in at least two Regions

TABLE 4

PROBLEM SOLUTIONS RANKED HIGH IMPACT/HIGH-LOW LIKELIHOOD (AT LEAST FOUR REGIONS)

RANKED BY	N	STATEMENT NUMBERS
8 Regions	13	5,6,10,**13,**22,24,28,34,43,44,46,61, **63
7 Regions	17	**3,**7,8,12,14,17,**18,25,26,29, 38,49,54,58,59,60,62
6 Regions	10	**1,15,21,31,**37,**48,**55,**56,57 **68
5 Regions	10	**9, **11,**16.19,20,30.39,41,**45,47
4 Regions	8	**2,27,36,42,52,64,65,**67
TOTAL	58	

**Indicates High Impact, High Likelihood Solution in at least 4 Regions.

TABLE 5

'HIGH POWER' PROBLEM SOLUTIONS IN TWO OR MORE REGIONS

STATEMENT	N	REGIONS
2. Parents are not adequately informed to participate meaningfully in the educational process.	4	I, VI, VII, VIII
3. Parents are not adequately trained to participate meaningfully in the educational process.	3	I, VII, VIII
22. Educational planning for handicapped students is short range and consideration is often not given to postsecondary or career goals.	3	II, V, VI
7. There is inadequate cooperative planning between regular and special educators in developing individualized education programs.	2	VII, VIII
11. Parents of handicapped students are not perceived or accepted as equal partners in the educational process.	2	VI, VIII
16. Special education administrators lack adequate skills in managing and coordinating programs for handicapped students on a county wide basis.	2	II, VI
21. There is a lack of state level assistance to county school districts in developing and improving instructional programs for handicapped students.	2	II, III

'HIGH POWER' PROBLEM SOLUTIONS IN TWO OR MORE REGIONS

STATEMENT	N	REGIONS
36. Special education programs are not implemented consistently throughout the state.	2	III, VI
37. Many special education programs are poorly defined and thus lack a sense of direction.	2	V, VII
43. There is a lack of priority commitment by parents, special educators and regular educators to effectively implement needed services to handicapped students.	2	V, VII
45. There is a lack of enforcement/follow-up by the state department of education on compliance issues.	2	II, III
48. There is an inadequate statewide system of continuous public awareness regarding educational issues and needs.	2	VI, VII
59. There is a lack of vision among educators concerning special education programming.	2	IV, VII
62. The attitudes of regular education administrators and teachers toward special education are often negative.	2	VI, VII

PRIORITY I

Statewide 'High Likelihood - High Impact' Problem Solutions (Four or more Regions)

A. Parent Involvement Deficiencies	Regions
*2. Parents are not adequately informed to participate meaningfully in the educational process.	4
*3. Parents are not adequately trained to participate meaningfully in the educational process.	6
*11. Parents of handicapped students are not perceived or accepted as equal partners in the educational process.	4
67. Educators are often not responsive to the complaints of parents of exceptional students.	4
B. Assessment and Programming Deficiencies	
13. There is a lack of special education programs for preschool handicapped children.	6
22. Educational planning for handicapped students is short range and consideration is often not given to post-secondary or career goals.	4
63. Special education testing and assessment is aimed at providing a category rather than defining individual student needs.	4
68. Lack of counseling and guidance services to special education students (5-14) and their families.	5
C. State Department Leadership Deficiencies	
*37. Many special education programs are poorly defined and thus lack a sense of direction.	4
*45. There is a lack of enforcement/follow-up by the state department of education on compliance issues.	4

**'High Power' Solution in at least two Regions.*

*48. There is an inadequate statewide system of continuous public awareness regarding educational issues and needs. 6

55. There is a lack of consistency in implementing the graduation requirements for exceptional students and uncertainty concerning what constitutes the earning of credits for graduation. 4

56. There is a lack of suspension/expulsion guidelines for exceptional students. 5

D. Regional/County Leadership Deficiencies

1. There is a lack of adequate lead time for the regular classroom teacher to prepare for receiving "mainstreamed" handicapped students. 4

*7. There is inadequate cooperative planning between regular and special educators in developing individualized education programs. 6

9. There is a lack of interagency cooperation in the provision of special education and related services. 4

*16. Special education administrators lack adequate skills in managing and coordinating programs for handicapped students on a county wide basis. 4

18. There is a lack of coordination between special education and vocational rehabilitation in providing vocational services for the handicapped. 4

PRIORITY II

Statewide (Six Regions) Problem Solutions: High Impact (But Low Likelihood of Success)

		High Impact Regions
E.	**Vision, Attitude, Partnership Deficiencies**	
59.	There is a lack of vision among educators concerning special education programming.	7
43.	There is a lack of priority commitment by parents, special educators and regular educators to effectively implement needed services to handicapped students.	8
60.	There is a lack of teacher colleague-ship and professional support systems for teachers.	7
8.	There is inadequate cooperative planning between regular and special educators in implementing individualized education programs.	7
62.	The attitudes of regular education administrators and teachers toward special education are often negative.	7
26.	There is a lack of coordination between vocational education and special education personnel in providing vocational services for the handicapped.	7
41.	Too often special education services are viewed as a "pull out" program for special students resulting in segregation from the regular classroom environment.	5
F.	**Facility Deficiencies**	
6.	The physical environment of existing special education classrooms (i.e., size, location, furnishings) is frequently not suitable to meet the needs of handicapped students.	8
14.	Excessive teacher caseloads or class sizes interfere with the provision of appropriate instruction.	7
29.	There is insufficient space in school buildings for the initiation of new special education programs.	7
49.	There are insufficient fiscal resources to accommodate facility and program needs.	8
39.	Lack of adequate facilities for provision of special education services impedes program improvement to special education students.	5

G. Program Deficiencies	High Impact Regions
31. The state aid formula restricts support for special education professionals.	6
28. Sufficient funding is not available to provide mandated programs.	8
58. There is a lack of placement options for exceptional students who have unique needs.	7
54. There is a lack of vocational programs for handicapped students.	7
10. Related services are often not available in rural counties.	8
17. Lack of remedial programs and alternatives in regular education cause some students to be inappropriately placed in special education.	7
57. There is a lack of available comprehensive diagnostic centers.	6
H. Personnel (Quality, Quantity) and Support Deficiencies	
24. Sufficient numbers of trained special educators are not available.	8
12. Sufficient numbers of physical and occupational therapists are not available to meet the needs of physically handicapped students.	7
34. There is a gross lack of qualified special education teachers in the state.	8
38. Professional personnel in West Virginia school districts are not adequately trained to provide services to handicapped students.	7
46. There is an inadequate pool of fully trained special education personnel.	8
15. Regular classroom teachers lack adequate training in the special skills required for teaching handicapped children in their classes.	6
19. Special education teachers do not receive adequate supervision to assist them in improving the instructional program for handicapped students.	5

		High Impact Regions
I.	**Definition/Guideline Deficiencies**	
61.	Special education placements are often made on the basis of a categorical label and availability of programs rather than on the needs of the individual students.	8
30.	There is a lack of adequate definition of specific learning disabilities and behavior disorders.	5
J.	**State Department Leadership Deficiencies**	
20.	State department of education monitoring procedures emphasize compliance with state and federal regulations as opposed to evaluating program equality.	5
21.	There is a lack of state level assistance to county school districts in developing and improving instructional programs for handicapped students.	6
47.	There is a lack of incentive to move beyond minimal compliance standards.	5
K.	**Community Support Deficiencies**	
25.	Lack of higher education training programs in the low incidence handicapping areas (e.g., hearing impaired, visually impaired, autism) results in the unavailability of special education teachers in these areas.	7
5.	There is a lack of employment opportunities for the handicapped.	8
44.	Insufficient salary structure for professional personnel impedes employment of the most qualified individuals.	8

II

NEEDS ASSESSMENT STATE PROFILE SUMMARY BY REGION

GOAL: County school districts will provide by June 30, 1990, to all handicapped children, in accordance with State and Federal regulations, a free appropriate public education which includes special education and related services designed to meet their unique needs.

Scale	Interpretation
1	High Likelihood - High Impact
2	Low Likelihood - High Impact
3	Low Likelihood - Moderate Impact
4	High Likelihood - Low Impact
5	Low Likelihood - Low Impact
*	Indicates "High Power" Solution

PROBLEM/BARRIER STATEMENTS TO GOAL ACHIEVEMENT	REGION JUDGMENTS							
	I	II	III	IV	V	VI	VII	VIII
1. There is a lack of adequate lead time for the regular classroom teacher to prepare for receiving "mainstreamed" handicapped students.	1	2	4	1	1	2	1	4
2. Parents are not adequately <u>informed</u> to participate meaningfully in the educational process.	*1	4	5	4	*1	4	*1	*1
3. Parents are not adequately <u>trained</u> to participate meaningfully in the educational process.	*1	1	2	3	1	1	*1	*1
4. Burdensome paperwork interferes with the provision of appropriate instructional programs for handicapped learners.	3	2	3	*1	1	3	5	5
5. There is a lack of employment opportunities for the handicapped.	2	2	2	2	2	2	2	*2
6. The physical environment of existing special education classrooms (i.e., size, location, furnishings) is frequently not suitable to meet the needs of handicapped students.	2	2	2	1	2	2	2	2

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
7. There is inadequate cooperative planning between regular and special educators in developing individualized education programs.	1	2	3	1	1	1	*1	*1
8. There is inadequate cooperative planning between regular and special educators in implementing individualized education programs.	2	*1	2	2	1	3	2	2
9. There is a lack of interagency cooperation in the provision of special education and related services.	1	4	2	1	1	1	-	-
10. Related services are often not available in rural counties.	2	2	2	2	2	2	2	2
11. Parents of handicapped students are not perceived or accepted as equal partners in the educational process.	3	2	1	3	1	*1	3	*1
12. Sufficient numbers of physical and occupational therapists are not available to meet the needs of physically handicapped students.	2	2	2	3	2	2	2	2
13. There is a lack of special education programs for preschool handicapped children.	1	2	1	1	1	2	1	1
14. Excessive teacher caseloads or class sizes interfere with the provision of appropriate instruction.	2	2	2	2	3	2	2	2

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
15. Regular classroom teachers lack adequate training in the special skills required for teaching handicapped children in their classes.	2	3	2	3	2	2	2	2
16. Special education administrators lack adequate skills in managing and coordinating programs for handicapped students on a county wide basis.	1	*1	3	3	1	*1	3	2
17. Lack of remedial programs and alternatives in regular education cause some students to be inappropriately placed in special education.	1	3	2	2	2	1	2	2
18. There is a lack of coordination between special education and vocational rehabilitation in providing vocational services for the handicapped.	2	2	1	1	*1	1	2	4
19. Special education teachers do not receive adequate supervision to assist them in improving the instructional program for handicapped students.	1	3	3	3	2	1	2	2
20. State department of education monitoring procedures emphasize compliance with state and federal regulations as opposed to evaluating program quality.	4	3	5	*1	2	2	2	2
21. There is a lack of state level assistance to county school districts in developing and improving instructional programs for handicapped students.	1	*1	*2	2	2	5	3	2

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
22. Educational planning for handicapped students is short range and consideration is often not given to post-secondary or career goals.	1	*1	2	2	*1	*1	2	2
23. Appropriate special education programs are often not available for students with severe handicaps.	1	2	3	2	2	2	1	2
24. Sufficient numbers of trained special educators are not available.	*1	2	2	2	2	2	2	2
25. Lack of higher education training programs in the low incidence handicapping areas (e.g., hearing impaired, visually impaired, autism) results in the unavailability of special education teachers in these areas.	1	2	2	2	2	2	2	3
26. There is a lack of coordination between vocational education and special education personnel in providing vocational services for the handicapped.	*1	2	2	2	1	2	2	3
27. Information on effective instructional practices is not disseminated to school personnel.	1	4	2	3	4	4	1	1
28. Sufficient funding is not available to provide mandated programs.	2	2	2	2	2	1	2	2
29. There is insufficient space in school buildings for the initiation of new special education programs.	2	2	2	2	2	3	2	2

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
30. There is a lack of adequate definition of specific learning disabilities and behavior disorders.	5	2	2	4	1	2	2	3
31. The state aid formula restricts support for special education professionals.	2	2	2	3	2	3	2	2
32. Special education teachers lack planning time.	4	--	4	2	4	2	4	2
33. The state department of education does not have/exercise authority to make local districts accountable for performance.	*1	3	*1	4	4	1	3	4
34. There is a gross lack of qualified special education teachers in the state.	2	2	2	2	2	2	2	2
35. The special education program is overregulated by the federal and state government.	3	3	3	2	3	3	5	3
36. Special education programs are not implemented consistently throughout the state.	1	3	*1	3	3	*1	2	3
37. Many special education programs are poorly defined and thus lack a sense of direction.	2	2	1	1	*1	4	*1	3
38. Professional personnel in West Virginia school districts are not adequately trained to provide services to handicapped students.	2	2	2	2	2	1	2	3
39. Lack of adequate facilities for provision of special education services impedes program improvement to special education students.	2	--	2	2	2	4	3	2

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
40. Lack of administrative programmatic management skills by school administrators causes special education programs to be misunderstood and mismanaged.	2	3	--	1	*1	--	3	3
41. Too often special education services are viewed as a "pull out" program for special students resulting in segregation from the regular classroom environment.	2	3	1	2	3	4	*1	2
42. Lack of a system to evaluate the impact of special education upon individual students causes questions as to effectiveness.	4	*1	3	2	1	3	5	2
43. There is a lack of priority commitment by parents, special educators and regular educators to effectively implement needed services to handicapped students.	2	2	2	2	*1	2	*1	2
44. Insufficient salary structure for professional personnel impedes employment of the most qualified individuals.	2	2	2	2	1	2	2	2
45. There is a lack of enforcement/follow-up by the state department of education on compliance issues.	4	*1	*1	1	1	4	2	3
46. There is an inadequate pool of fully trained special education personnel.	2	2	2	2	2	2	2	2

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
47. There is a lack of incentive to move beyond minimal compliance standards.	2	2	--	2	3	2	2	3
48. There is an inadequate statewide system of continuous public awareness regarding educational issues and needs.	1	1	1	1	*1	3	*1	3
49. There are insufficient fiscal resources to accommodate facility and program needs.	3	2	2	2	2	2	2	2
50. There is a lack of an evaluation system to assess the effectiveness of administrative functions at the state, regional and local levels.	5	3	3	4	3	3	5	*1
51. The transportation time going to and from school for handicapped students often exceeds state regulations.	1	3	3	2	3	4	3	5
52. There is a lack of collaboration between higher education and public education in teacher training.	3	1	3	2	1	3	2	3
53. There is a lack of certification options for training special educators.	4	2	3	4	2	1	3	--
54. There is a lack of vocational programs for handicapped students.	2	1	3	2	2	2	1	1
55. There is a lack of consistency in implementing the graduation requirements for exceptional students and uncertainty concerning what constitutes the earning of credits for graduation.	2	1	3	2	3	1	1	1

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
56. There is a lack of suspension/expulsion guidelines for exceptional students.	2	*1	1	1	5	1	3	1
57. There is a lack of available comprehensive diagnostic centers.	2	2	3	1	3	2	1	2
58. There is a lack of placement options for exceptional students who have unique needs.	2	2	*1	2	2	2	3	2
59. There is a lack of vision among educators concerning special education programming.	2	1	3	*1	2	2	*1	2
60. There is a lack of teacher colleague-ship and professional support systems for teachers.	2	5	2	1	2	1	1	2
61. Special education placements are often made on the basis of a categorical label and availability of programs rather than on the needs of individual students.	2	2	*1	2	2	2	1	2
62. The attitudes of regular education administrators and teachers toward special education are often negative.	2	2	2	*1	3	1	*1	2
63. Special education testing and assessment is aimed at providing a category rather than defining individual student needs.	2	2	1	2	1	2	1	*1
64. Present school finance policies provide an incentive to place students in special education and keep them there.	2	3	3	1	3	2	1	4

Problem/Barrier Statements To Goal Achievement	Region Judgments							
	I	II	III	IV	V	VI	VII	VIII
65. There is a lack of clear guidelines concerning the placement of students in the least restrictive environment.	*2	4	*1	4	1	1	5	4
66. County boards of education lack information concerning special education programs and services.	1	4	1	4	4	--	4	4
67. Educators are often not responsive to the complaints of parents of exceptional students.	1	1	4	1	3	1	4	4
68. A lack of Counseling and Guidance Services to special education students (5-14) and their families.	2	1	3	1	3	*1	1	1

APPENDICES

Likelihood-Impact Matrix and
Cross-Impact Matrix Results for Each Region

LIKELIHOOD-IMPACT MATRIX

BECKLEY I

Likelihood	Impact 1	Impact 2	Impact 3	Impact 4
4	65 42	45		2 26
3		53 32 20	36 51 27 21 48	1 16 66 22 7 17 67 24 8 19 3 25 13 23 33 9
2		30 50	4 11 35 49 52	5 18 39 55 6 28 40 56 10 29 41 57 12 31 43 58 14 37 47 59 15 38 54 44 61 62 63 68 60 36 46
1				

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- The likelihood scale can provide information as to the amount of resources needed to achieve the occurrence of the event.
- The scores, taken in combination, provide an efficient method of sorting out events for further analysis, assuming that limited resources exist to resolve all identified barriers.

CROSS - IMPACT MATRIX

EVENTS ----------> I

BECKLEY

#	2	26	1	7	8	13	16	17	19	23	33	66	67	3	9	22	24	25	34	64	65		
2		5	3	4	4	5	4	5	3	5	5	5	5	5	4	5	2	2	2	5	5		4.3 *
26	3		5	5	5	1	4	2	1	5	5	2	5	2	5	5	5	1	3	1	5		3.7 *
1	5	5		5	5	0	0	4	0	0	3	5	5	0	0	5	0	0	0	0	5		2.4
7	0	2	5		5	0	3	4	0	1	0	0	2	1	0	5	0	0	0	5	0		1.7
8	2	4	5	5		0	1	4	0	0	0	2	3	1	0	1	0	0	0	3	4		1.8
13	5	0	4	3	3		1	3	0	5	0	3	2	5	2	4	3	4	1	0	3		2.7
16	4	5	3	3	3	2		4	3	2	2	4	5	3	3	2	0	0	0	0	4		2.7
17	0	4	0	3	2	0	0		0	1	0	0	4	1	2	2	0	0	0	5	0		1.2
19	2	0	2	3	3	0	3	0		0	0	0	0	0	0	5	0	0	0	0	0		0.4
23	2	2	1	1	1	5	1	1	3		0	1	3	2	4	5	0	1	0	0	3		1.9
33	5	3	1	4	4	5	4	5	5	4		2	4	1	0	2	2	3	3	0	1		3.1 *
66	2	4	2	0	0	5	5	3	4	5	5		0	0	0	5	5	0	0	0	0		2.3
67	5	0	0	0	0	1	0	2	0	3	0	0		5	0	2	0	0	0	0	2		1.0
3	0	3	3	5	5	5	5	5	3	5	2	4	5		4	4	3	2	3	5	5		4.0 *
9	4	4	0	0	0	5	5	0	0	5	0	4	0	3		5	0	4	0	0	0		2.5
22	0	5	0	2	2	0	0	2	1	3	0	1	1	0	4		0	0	0	2	1		1.2
24	3	3	4	4	4	5	5	3	5	5	0	0	5	1	0	5		5	5	3	5		3.6 *
25	3	4	0	4	4	5	1	4	0	1	5	3	3	0	3	2	5		5	1	0		2.7
34	4	5	5	5	5	0	0	0	4	5	0	1	4	0	1	5	0	0		0	0		2.3
64	1	0	5	4	4	0	0	5	0	0	1	1	1	1	5	4	5	4	5		5		2.4
65	1	0	5	4	4	0	0	5	0	0	1	1	1	1	5	4	5	4	5	5			2.4

-- ME Power Score

MOST POWERFUL

-- MEA for stability independe

MOST STABLE/INDEPENDENT

Directions

- Assume impediments in vertical column have been resolved ("fixed")
- Judge the impact of the resolution on facilitating the occurrence of each unresolved impediment (horizontal)
- Record relative impact in appropriate cell, using 0 (no impact) to 5 (high impact)

Interpretation

Power -- The score in each cell indicates power of one resolution to stimulate the occurrence of other resolutions. The mean power score shows relative ability to influence all other resolutions -- the greater the mean the greater the power.

Stability -- The vertical column mean score indicates relative independence of each item vs. "connections" of each item with other resolutions. The lower the mean score the greater the independence; the higher the mean score the greater "connection" the item has with other resolutions

LIKELIHOOD-IMPACT MATRIX

HUNTINGTON II

Likelihood	Impact 1	Impact 2	Impact 3	Impact 4
4	9	27 65		
3		2 66	55 45 56 52 59	8 3 68 16 21 42 48 22 54 67
2		60	17 41 19	4 12 31 49 5 18 34 57 6 23 38 58 7 24 43 61 10 25 44 62 11 26 46 13 30 63 37 47 1 14
1				28 29

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- The scores, taken in combination, provide an efficient method of sorting out events for further analysis, assuming that limited resources exist to resolve all identified barriers.

CROSS - IMPACT MATRIX

EVENTS ----------→

II

HUNTINGTON

	55	56	59	45	8	16	48	54	3	21	22	67	68	42	53		
55		0	3	5	3	1	1	0	1	3	4	0	5	3	0	2.0	
56	2		3	4	3	2	0	2	5	0	3	5	5	3	0	2.9	
59	1	0		0	4	1	2	5	4	4	5	2	4	4	3	2.7	
45	5	3	1		3	0	4	4	3	3	4	0	5	5	0	2.8	
8	5	3	5	5		3	4	5	5	4	5	5	5	4	4	4.4	*
16	3	5	4	2	5		2	3	3	2	4	5	4	4	3	3.5	*
48	4	4	3	4	5	3		5	4	4	5	5	5	1	4	4.1	
54	3	0	4	0	5	1	3		1	5	5	3	4	2	3	2.8	
3	0	1	0	1	1	0	3	4		2	5	5	4	3	2	2.2	
21	5	3	4	5	4	3	4	5	4		4	2	4	5	2	3.8	*
22	4	1	5	1	5	1	3	5	1	4		3	5	3	4	3.2	*
67	2	4	0	0	1	1	2	5	5	1	5		5	3	0	2.4	
68	2	4	4	2	4	1	4	2	5	3	3	5		4	1	3.7	*
42	5	2	5	3	4	4	3	2	5	4	5	4	5		3	3.9	*
45	3	4	0	X	5	5	5	5	5	5	4	5	5	4		4.1	*

-- ME
Powe
Scor

MOST POWERFUL

-- MEA
for
stability
independe

MOST STABLE/INDEPENDENT

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LIKELIHOOD-IMPACT MATRIX

CHARLESTON III

Likelihood	Impact 1	Impact 2	Impact 3	Impact 4
4		50	65 56	
3		1 32 67	18 48 21 41 33 45 37 *11	13 36 58 61 63 66
2		20 2	7 57 42 16 59 4 19 64 55 23 68 52 35	3 14 25 34 5 15 26 39 6 17 27 40 8 22 28 43 12 24 30 44 47 49 31 46 53 54 62 38
1				9 10 29 51

Impact

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CROSS - IMPACT MATRIX

EVENTS ----------→

III

CHARLESTON

	65	13	58	63	66	18	21	33	37	11	48	56	41	36	45	61	
65		3	5	5	3	5	4	5	4	1	1	1	5	5	3	5	3.6*
13	2		4	0	1	0	0	0	0	0	0	0	0	0	0	0	0.4
58	5	5		5	5	4	5	5	5	4	4	5	5	4	4	5	4.7*
63	2	4	5		0	4	3	2	4	3	1	0	4	2	1	5	2.6
66	0	2	1	2		3	0	2	4	1	3	4	1	4	2	1	2.0
18	0	0	5	0	5		0	0	3	4	5	0	2	0	0	0	1.6
21	4	5	5	5	5	2		5	5	3	4	4	4	4	3	4	4.4*
33	5	5	5	3	4	1	2		5	1	5	5	5	5	5	3	3.9*
37	0	0	0	0	5	3	5	5		0	5	2	0	5	5	0	2.3
11	2	2	2	0	0	0	0	0	2		3	0	0	0	0	1	0.8
48	2	3	4	1	5	2	1	1	0	4		2	2	4	4	4	2.7
56	3	0	4	2	5	0	0	4	5	4	4		0	5	5	0	2.7
41	3	3	5	4	2	1	3	1	1	4	2	1		2	2	4	2.6
36	5	3	4	5	2	4	5	5	5	1	4	5	5		5	4	4.1*
45	3	4	2	1	0	4	5	5	1	2	5	4	5	5		1	3.1*
61	5	5	5	5	5	5	5	0	5	0	4	2	5	5	0		3.7*

— ME Powe Scor

MOST POWERFUL

-- MEA for stability independe

MOST STABLE/INDEPENDENT

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LIKELIHOOD-IMPACT MATRIX

RESA IV

Likelihood ↑	Impact 1	Impact 2	Impact 3	Impact 4
4	19 30	2 65 66 33		40 13 48 67
3		50 27	4 18 55 45 21 59 1 64 7	6 20 62 9 68 56 37 57
2			12 31 36 3 15 11 16	8 23 51 47 10 26 52 60 14 28 58 66 17 38 61 24 22 41 63 34 43 42 5 54 57
1				25 44 29 46 35 49 39 32

Impact →

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CROSS - IMPACT MATRIX

EVENTS ----------> IV

RESA

#	40	48	13	67	6	62	68	37	20	9	56	57	4	45	59	64	18	21	1	7	55			— MEA Power Score
40		5	0	5	3	5	3	4	0	3	5	0	1	0	5	2	4	0	1	5	3			2.7
48	3		2	5	1	3	4	5	0	4	0	1	0	0	1	0	3	3	0	0	0			1.7
13	0	3		2	0	0	0	0	0	5	0	0	0	0	0	0	0	2	0	0	0			0.6
67	2	2	5		1	3	5	1	1	3	3	1	1	1	3	3	0	1	0	3	0			1.9
6	4	3	4	2		0	2	5	5	5	0	0	2	5	5	0	2	5	0	5	0			2.7
62	5	5	1	5	4		3	2	1	2	5	1	0	1	5	3	5	4	1	5	5			3.1 *
68	0	2	0	4	0	4		0	0	3	3	3	0	0	2	1	4	0	2	1	0			1.4
37	4	2	3	3	1	3	3		2	3	5	1	1	3	5	2	4	5	1	2	4			2.8
20	4	4	4	4	4	3	4	3		2	2	2	0	3	2	0	3	5	2	3	4			3.1 *
9	4	3	0	3	0	5	5	1	0		0	2	5	0	3	4	5	3	1	3	5			2.6
56	4	0	0	4	0	4	4	3	1	2		3	0	0	2	0	0	1	0	1	0			1.4
57	0	0	1	0	0	0	4	0	0	4	0		0	0	0	0	0	1	0	0	0			0.5
4	4	1	3	4	3	5	4	2	4	5	4	4		5	3	4	3	4	2	4	5			3.7 *
45	3	0	3	2	0	0	3	0	0	0	0	0	0		0	0	0	1	0	3	1			0.8
59	5	5	5	4	5	5	5	5	5	5	0	2	0	0		3	5	5	5	5	5			3.9 *
64	0	0	3	0	1	1	1	0	0	0	0	1	0	1	0		0	0	0	0	0			0.4
18	0	0	0	0	0	3	4	0	0	5	0	0	0	0	2	0		2	0	2	0			0.9
21	1	0	5	0	0	3	0	5	4	1	0	0	1	0	5	3	4		0	0	5			1.8
1	0	0	0	1	0	5	0	0	0	0	0	0	1	0	4	3	4	0		5	0			1.1
7																								
55	3	2	0	3	0	4	2	2	0	0	0	0	1	2	1	0	0	0	0	2				1.1
																								-- MEA for stability independe

MOST POWERFUL

MOST STABLE/INDEPENDENT

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CROSS - IMPACT MATRIX

V

PARKERSBURG

EVENTS ---------->

#	30	43	1	7	8	9	13	16	18	22	37	40	44	48	52	11	2	3	4	26					
30		1	0	4	4	1	3	2	3	2	5	2	0	5	1	4	2	4	2	5					2.6
43	5		4	5	5	3	3	4	3	5	5	5	0	2	2	4	5	4	1	4					3.6
1	3	4		5	5	0	0	2	1	2	4	3	1	0	0	0	0	0	4	2					1.9
7	2	4	5		5	1	0	1	2	4	0	1	0	0	1	2	2	1	0	4					1.8
8	5	5	4	5		2	0	1	3	3	2	0	0	0	0	1	1	1	1	4					2.0
9	3	3	1	2	2		4	1	5	4	3	3	1	5	2	1	1	3	2	5					2.6
13	1	3	1	0	1	3		1	0	1	5	2	1	4	2	5	4	4	0	1					2.0
16	1	3	3	4	2	4	4		1	4	5	3	1	1	1	3	3	3	1	4					2.6
18	4	5	1	4	4	4	0	2		5	4	2	0	4	4	0	3	3	1	5					2.9
22	3	5	5	3	4	5	2	5	5		2	4	4	4	5	4	4	3	1	5					3.8
37	5	1	3	4	4	3	3	4	3	4		3	0	2	2	3	4	4	5	3					3.2
40	4	5	4	4	4	2	1	1	3	3	4		0	3	1	5	5	3	0	4					2.9
44	0	2	0	1	2	0	5	4	1	3	2	1		0	1	3	3	2	0	3					1.7
48	2	5	3	4	4	4	5	4	4	5	4	4	3		4	5	5	5	1	4					3.9
52	4	0	0	1	0	0	3	5	0	4	2	5	0	3		2	1	1	0	4					1.8
11	0	5	0	0	0	0	4	0	0	4	0	0	2	3	0		5	5	1	3					1.7
2	4	4	1	3	4	2	5	1	4	4	3	2	0	5	0	5		4	0	4					2.8
3	0	5	0	2	2	2	4	3	3	4	1	2	0	5	0	5	5		5	5					2.7
4	0	3	4	4	4	3	2	1	1	3	0	5	0	0	0	4	5	5		2					2.4
26	0	2	1	1	1	4	0	3	5	5	3	3	0	1	0	0	0	0	0						1.5

-- MEA Power Scor

MOST POWERFUL

-- MEA for stability independe

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LIKELIHOOD-IMPACT MATRIX

PARKERSBURG V

Likelihood	Impact 1	Impact 2	Impact 3	Impact 4
4		27 32	26	30 43 1
3		33 55 66	42 45 63 65	7 18 48 4 8 22 52 9 37 11 13 40 2 16 44 3
2		56	14 50 35 51 36 62 41 64 47 67	10 21 31 53 5 12 23 34 54 6 15 24 38 58 17 25 39 59 19 28 46 60 20 29 49 61
1			57 68	

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- The scores, taken in combination, provide an efficient method of sorting out events for further analysis, assuming that limited resources exist to resolve all identified barriers.

LIKELIHOOD-IMPACT MATRIX

WHEELING VI

Likelihood	Impact 1	Impact 2	Impact 3	Impact 4
4		39 37 27 31	*33	16 66 55 56 36
3		45 51 2 41	38 9 19	7 3 62 53 17 67 60 18 11 65 22 68 28
2		21	29 42 35 8 48 50 52	1 15 44 13 63 5 20 46 43 64 6 24 47 26 10 25 49 30 14 32 54 33 34 58 59 61
1			4	12 57

- All high impact events should receive high priority attention by planners. Low impact events should receive lower priority attention or should be disregarded.
- The likelihood scale can provide information as to the amount of resources needed to achieve the occurrence of the event.
- The scores, taken in combination, provide an efficient method of sorting out events for further analysis, assuming that limited resources exist to resolve all identified barriers.

CROSS - IMPACT MATRIX

EVENTS ----------> VI

WHEELING

	16	66	55	56	36	7	53	60	65	68	3	17	18	22	28	62	67	11							MEAN Power Score
16		5	0	5	5	5	0	5	4	5	3	5	5	5	0	4	2	2							3.5 *
66	3		5	5	0	0	0	0	3	4	1	2	3	1	4	0	6	1							2.1
55	0	1		0	3	2	0	0	2	5	2	2	0	5	0	1	0	0							1.3
56	4	0	0		5	3	0	0	5	5	4	3	0	3	0	4	3	5							2.5
36	5	5	5	5		3	2	3	4	4	4	4	2	3	1	4	2	2							3.4 *
7	2	0	5	4	0		0	5	5	0	0	5	5	4	0	4	0	0							2.5
53	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0							0.0
60	0	0	0	0	0	0	1		0	2	2	0	0	0	3	2	0	3							0.7
65	0	0	1	2	1	5	0	0		0	0	5	4	3	0	4	2	1							1.5
68	4	4	3	2	1	4	1	3	2		5	4	4	5	5	3	5	5							3.5 *
3	0	2	0	0	0	2	0	0	5	2		4	4	1	0	1	5	4							1.7
17	0	5	0	0	0	5	0	0	5	5	2		0	5	5	5	3	0							2.4
18	2	2	0	0	1	0	1	0	1	2	1	0		5	5	1	2	3							1.5
22	3	4	5	3	4	4	0	0	5	5	5	5	5		4	5	5	5							3.8 *
28	3	5	0	0	5	0	4	0	0	5	3	5	3	4		0	0	0							2.1
62	4	2	1	1	4	5	0	4	3	2	0	1	1	4	0		4	0							2.1
67	4	4	0	1	3	0	0	1	4	5	5	3	2	3	5	4		5							2.8
11	0	4	4	5	4	4	0	0	5	2	5	5	5	5	3	5	5								3.4 *
																									MEAN for stability independe

MOST POWERFUL

MOST STABLE/INDEPENDENT

Directions

- Assume impediments in vertical column have been resolved ("fixed")
- Judge the impact of the resolution on facilitating the occurrence of each unresolved impediment (horizontal)
- Record relative impact in appropriate cell, using 0 (no impact) to 5 (high impact)

Interpretation

Power -- The score in each cell indicates power of one resolution to stimulate the occurrence of other resolutions. The mean power score shows relative ability to influence all other resolutions -- the greater the mean the greater the power.

Stability -- The vertical column mean score indicates relative independence of each item vs. "connections" of each item with other resolutions. The lower the mean score the greater the independence; the higher the mean score the greater "connection" the item has with other resolutions.

CROSS - IMPACT MATRIX

EVENTS ----------> VII

#	1	2	3	64	13	23	48	54	60	61	68	63	62	43	7	57	37	29	41	59	55			MEAN Power Score
1		3	1	0	0	3	0	3	3	0	0	0	4	2	5	0	2	1	2	5	1			1.7
2	5		4	3	4	4	5	5	0	5	5	5	2	5	1	5	5	4	5	2	5			3.8 *
3	1	5		5	5	5	5	5	0	5	5	5	3	4	3	5	3	5	3	1	4			3.8 *
64	0	0	0		5	4	2	5	0	5	5	5	2	4	0	5	1	1	5	3	1			2.6
13	0	2	1	3		5	4	0	0	4	0	3	2	4	4	4	1	5	3	5	0			2.5
23	1	4	4	0	5		2	5	2	0	2	1	3	3	1	1	2	2	5	4	3			2.6
48	2	5	5	5	5	5		5	1	5	5	5	3	4	3	5	4	5	3	4	5			4.2 *
54	1	0	0	4	0	5	1		2	5	3	5	5	4	3	3	3	3	3	4	0			2.7
60	0	2	0	0	0	0	1	0		4	3	2	5	4	5	0	0	0	5	3	0			1.7
61	0	1	0	5	5	5	0	5	0		2	5	1	2	1	1	3	2	4	3	2			2.3
68	3	4	0	0	0	0	1	0	3	4		4	3	2	1	2	0	0	2	0	0			1.4
63	0	0	0	2	4	4	2	4	0	5	4		4	2	2	4	4	4	4	3	4			2.8
62	4	2	2	4	2	4	5	4	5	3	4	1		5	5	1	1	3	5	4	3			3.3 *
43	4	5	5	5	5	5	5	5	5	5	5	5	5		5	5	5	5	5	5	5			4.8 *
7	5	4	2	1	2	2	1	4	5	4	5	3	5	4		3	4	3	5	4	3			3.4 *
57	0	2	2	3	4	5	2	3	0	5	4	5	0	5	1		3	0	2	2	1			2.4
37	3	3	4	2	4	4	5	4	2	4	3	4	5	3	4	4		4	4	3	5			3.7 *
29	0	0	0	1	5	5	5	4	0	5	4	1	3	4	1	5	3		1	4	0			2.5
41	1	1	1	5	0	5	0	5	5	5	1	5	5	3	5	0	5	0		5	5			3.0 *
59	3	3	4	3	5	5	3	5	3	3	5	2	5	4	5	3	5	4	3		5			3.9 *
55	0	3	2	0	0	4	3	4	2	4	3	3	5	3	4	0	4	2	0	4				2.5
																								MEAN for stability independe

MOST POWERFUL

MOST STABLE/INDEPENDENT

Directions

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LIKELIHOOD-IMPACT MATRIX

RESA VII

Likelihood	Impact 1	Impact 2	Impact 3	Impact 4
4		32 66 67	57 37	1 2 3 64
3			27 41 59 55	13 60 62 23 61 43 48 63 7 54 68
2		50 42	16 58 53 33 21 56 39 11 40 51	14 22 29 44 17 24 30 46 18 25 31 47 19 26 34 52 20 28 36 45 15 5 6 8 10
1				12 49

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LIKELIHOOD-IMPACT MATRIX

ROMNEY VIII

Likelihood ↑	1	2	3	4
4	42 30 67	64 65 66	2	13 27 55
3		1 33 18	11 56 68 *50	3 63 7 54
2		4 51	25 45 40 35 48 36 52 37 26 38	5 17 29 39 10 19 31 41 12 20 32 43 14 21 34 46 15 22 16 23 24 57 58 59 61 62 6 8 60
1			47	28 44 49

Impact →

- All high impact events should receive high priority attention by planners. Low impact events should receive lower priority attention or should be disregarded.
- The likelihood scale can provide information as to the amount of resources needed to achieve the occurrence of the event.
- The scores, taken in combination, provide an efficient method of sorting out events for further analysis, assuming that limited resources exist to resolve all identified barriers.

CROSS - IMPACT MATRIX

EVENTS ----------->

VIII

ROMNEY

	2	13	27	55	3	63	7	54	11	56	68	50	5	19	29	34	MEAN Power Score
2		5	0	3	5	3	2	5	3	5	5	3	3	2	2	0	3.0*
13	5		0	0	5	3	2	0	5	0	5	0	0	0	5	5	2.3
27	3	2		0	4	5	5	2	5	0	5	0	0	5	0	0	2.4
55	0	0	2		0	1	5	5	0	0	2	0	2	0	0	0	1.1
3	5	5	4	3		5	3	5	5	3	5	4	1	2	4	0	3.6*
63	5	0	0	5	5		5	5	1	0	2	0	3	4	4	4	2.8*
7	2	1	5	5	2	5		2	3	5	1	0	1	4	3	4	2.8*
54	0	0	0	5	0	3	0		0	0	0	0	5	0	0	0	0.8
11	5	5	0	3	5	1	0	5		5	5	0	2	0	5	1	2.8*
56	0	0	0	2	3	1	0	0	4		5	1	4	0	3	0	1.5
68	4	0	0	0	5	0	5	3	4	5		0	4	1	0	0	2.0
50	3	4	4	5	3	4	5	5	3	5	4		0	5	0	0	3.3*
5	3	3	4	3	3	5	4	5	3	2	4	0		4	3	0	3.0*
19	4	2	5	4	3	5	4	3	4	0	0	0	1		0	0	2.3
29	4	5	1	0	4	5	0	5	0	0	5	0	2	0		0	2.0
34	4	5	3	0	3	3	4	1	4	0	3	1	3	0	0		2.2

MOST POWERFUL

-- MEAN for stability independe

MOST STABLE/INDEPENDENT

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